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ABSTRACT

Focusing on self awareness (emotional and social), this unit entitled "Responding Behavior" is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., realistic self concept formulation), four career development themes (e.g., identify and use information about self and life-roles as part of decision-making), five unit goals (e.g., become aware that first impressions may change), and six performance objectives (e.g., given five illustrations of five different situations, identify your first impression of each situation). Also included in Section I are evaluation procedures (evaluation tabulation forms and work sheets) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include responding to first impressions, to behavior and its consequences, and to feelings. Section III contains two reference sheets, and section IV contains four student activity sheets. (CT)

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Suggested for
Grade 3

ED107281

RESPONDING BEHAVIORS

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

CE 020 088

CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

RESPONDING BEHAVIORS

Grade Three

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individuals career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

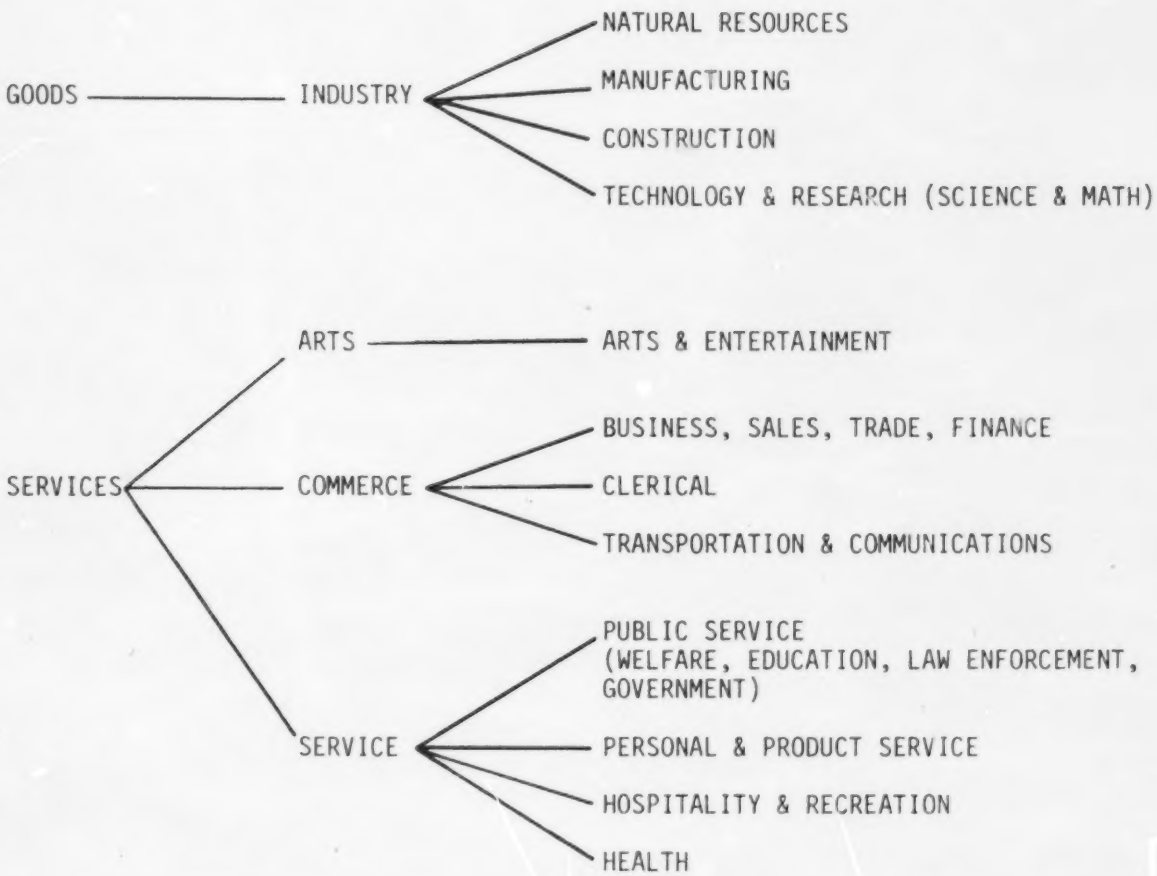
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Responding Behaviors"
Grade 3

Unit Rationale

This unit has been developed to give students an opportunity to explore how and why they respond to different situations and to help them become aware of the possible consequences of their responding behavior.

Teacher Information

This unit has been developed for students on the third grade level. It may be taught in about two (2) weeks or eight to ten (8-10) hours of actual classroom time.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.
4. Make folders.
   A. Include pictures depicting different facial expressions.
   B. Include pictures depicting incidents that might elicit different responses from different students.
   C. Include open-ended statements or short stories for which students may draw conclusions as to how they might respond, why they might respond in that particular manner, and some possible consequences of their behavior.
5. Stress the following ideas:
   A. Help the students to understand why they respond as they do.
   B. Help them to become aware that many people respond differently to the same given situation.
   C. Help them to become aware that first impressions may change.
   D. Stress that facial expressions may not always indicate how a person feels inside.

"Responding Behaviors"
(Continued)
Grade 3

6. Be willing and prepared to express your own feelings and responses to different situations. Stress that adults often make poor responses to incidents and have to suffer the consequences; i.e., over-spending, talking when they shouldn't, showing anger, etc.

7. Be cautious about making judgments of individual responses or about allowing the students to make such judgments.

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"Responding Behaviors"
Grade 3

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Responding Behaviors"
Grade 3

Element #II - Decision-Making Skill Development and Utilization

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision-making.

Unit Goal - The student will increase his/her awareness of how he/she identifies and uses information about himself/herself as part of decision-making.

Unit P.O. #1 - After the student has identified how he/she might respond in five (5) given situations, he/she will tell why he/she made each response.
(Evaluation Sheets #1a, 1b, 1c, 1d, and 1e - Section A)

Theme 2.3 - The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

Unit Goal - The student will understand decision-making as identifying alternatives with resulting consequences.

Unit P.O. #2 - After the student has identified why he/she responded the way he/she did to five (5) given situations, he/she will identify a possible consequence for each of his/her decisions.
(Evaluation Sheets #1a, 1b, 1c, 1d, and 1e - Section B)

Element #III - Realistic Self Concept Formulation

Theme 3.1 - The student will understand his own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will increase his/her awareness of how he/she might feel in various situations.

Unit P.O. #3 - Given five (5) situations followed by a choice of six (6) responses, the student will identify how he/she might feel in each situation.
(Evaluation Sheet #2 - Section A)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Responding Behaviors"
(Continued)

Unit Goal - The student will become aware that some people feel different from others in the same situation.

Unit P.O. #4 - After completing Evaluation Sheet #1, the student will compare his/her responses with those of the other students' in the room.
(Evaluation Sheet #2 - Section B)

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development

Unit Goal - The student will become aware that first impressions may change.

Unit P.O. #5 - Given five (5) illustrations of five (5) different situations, the student will identify his/her first impression of each situation.
(Evaluation Sheets #3a and #3b - Section A)

Unit P.O. #6 - Given the same illustrations accompanied by a description of each situation, the student will respond differently to at least three (3) of the situations.
(Evaluation Sheets #3a, 3b, and 3c - Section B)

Evaluation Procedure
"Responding Behaviors"
Grade 3

1. Review the Elements, Themes, Goals, and Performance Objectives before beginning the unit.

2. Note that there are no pre-tests in this unit.

3. Review the Elements, Themes, Goals, and Performance Objectives after completing the unit.

4. Make enough copies of all evaluation sheets for the students.

5. Give the students Evaluation Sheets #1a, 1b, 1c, 1d, and 1e.

   A. Read the instructions with the students before asking them to complete the activities. Be sure to help them with words and word meanings. Read the paragraphs to the students if necessary.

   B. Help the students understand the reasons for their answers and the possible consequences of their choices.

   C. Record on Evaluation Tabulation Form B the number of responses made by each student on Evaluation Sheets #1a, 1b, 1c, 1d, and 1e.

   D. Total the columns at the bottom.

   E. Transfer these totals to Evaluation Tabulation Form A.

   F. Allow the students to discuss their responses with the rest of the class, but emphasize that they should not criticize any response.

6. Give the students Evaluation Sheet #2.

   A. Follow the same procedure as in 5A above. Let the students complete only Section A at this time. Remember there are no right or wrong answers.

   B. Ask the students to look at Section B, which is located on the right hand margin of the page.

      1) Tell the students that you will now re-read each paragraph along with the six (6) different responses.

      2) Read the responses, and have the students raise their hands to indicate which response they made.

      3) Instruct them to look around the room and to count the number of students who made the same response as they made. Ask them to write this number on the appropriate line in Section B of their paper.

4) Stress to the students that they sometimes respond differently to the same thing. Emphasize that perhaps things that have happened to them in the past affect their responses. Explain that this is what makes each person unique.

5) Check (✓), on Evaluation Tabulation Form B, those students who completed this assignment.

6) Total the number of students who completed this assignment.

7) Transfer these totals to Evaluation Tabulation Form A.

7. Give the students Evaluation Sheets #3a and #3b.

A. Ask the students to study the pictures on Evaluation Sheet #3a carefully.

1) Ask them to decide what they think is happening.

2) Ask them to think especially about the boys and girls who are marked with an (X).

3) Read the instructions on Evaluation Sheet #3b. Ask the students to describe how they feel toward those boys and girls marked with an (X). Let them write their answers on the appropriate lines in Section A.

B. Complete Section A, and use it for the following activities.

1) Ask the students to study the pictures again. Read the statements that are listed on Evaluation Sheet #3c, or give the students Evaluation Sheet #3c, and allow them to read it to themselves.

2) Have them again describe their feelings toward the children marked with an (X) on Section B of Evaluation Sheet #3b.

3) Stress the fact that first impressions may change. Discuss with the students some of their first impressions concerning the incidents depicted on Evaluation Sheet #3a.

4) Indicate, on Evaluation Tabulation Form B, the number of times each student responded differently.

5) Total the number of students who responded differently at least three (3) times.

6) Transfer these totals to Evaluation Tabulation Form A.

8. Submit the completed Evaluation Tabulation Forms A and B to the building office.

Evaluation Tabulation Form A

Unit Name "Responding Behaviors" Teacher _____

Building _____ Grade 3rd

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1 Pre - None						
1 Post- Identify how and why they respond in given situations.	1a, 1b, 1c, 1d, & 1e Section A	5	5			
2 Pre - None						
2 Post- Identify consequences for decision.	1a, 1b, 1c, 1d, & 1e Section B	5	5			
3 Pre - None						
3 Post- Identify feelings in regards to given responses.	2 - Sec. A	5	5			
4 Pre - None						
4 Post- Compare responses.	2 - Sec. B	5	5			
5 Pre - None						
5 Post- Identify first impressions.	3a & 3b Sec. A	5	5			
6 Pre - None						
6 Post- Respond differently.	3a, 3b, & 3c - Sec. B	5	3			

*Administer the tests in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Responding Behaviors" Teacher _____

Building _____ Grade 3rd

6

1. Record the number of times each student responded in reference to Performance Objective #1-6. (See Evaluation Sheets #1-3)
2. Total each column to indicate the number of students who met the criteria as stated in each performance objective.
3. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	1a-1e Sec. A	1a-1e Sec. B	2-Sec. A	2-Sec. B	3a & 3b-Sec. A	3a, 3b, & 3c-Sec. B
P.O. # / Students Names	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

Evaluation Tabulation Form B
(Continued)
Grade 3

Evaluation Sheet #	1a-1e Sec. A	1a-1e Sec. B	2-Sec. A	2-Sec. B	31 & 3b-Sec. A	3a, 3b, & 3c-Sec. B
P.O. #	1	2	3	4	5	6
Students Names						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
TOTAL						

Name_____

Date_____

Read the following paragraph. Put a check (✓) in front of the answer which most nearly tells what you might do in this situation. If none of these answers describes what you might do, check (✓) 4, and tell what you would rather do. Explain why you made your decision and what might be the result.

Section A You and your best friend are planning to ride your bikes to the park Saturday. There's a new kid on the block, and he asks you to go to the ball game with him and his dad. You have been wanting to go, so you decide you will go to the game with him.

What might you say to your best friend?

_____ 1. Tell him - "My mom said I can't play Saturday."
_____ 2. Explain everything to your best friend, and ask him to play another time.
_____ 3. Say nothing until you get back from the ball game, and then say, "I forgot about our plans to go bike riding."
_____ 4. Other (describe)_____

Why did you choose this answer?_____

_____

Section B What might happen if you did this?_____

_____

_____

Name_____

Date_____

Read the following paragraph. Put a check (✓) in front of the answer which most nearly tells what you might do in this situation. If none of these answers describes what you might do, check (✓) 4, and tell what you would rather do. Explain why you made your decision and what might be the result.

Section A You work very hard on a story, and you think it is the best one you've ever written. Everyone who reads it thinks it is really super! You expect a very good grade, but the teacher gives you a C-.

What might you do.

_____ 1. Talk to the teacher about your story.
_____ 2. Be angry with your teacher, but say nothing.
_____ 3. Give up, and don't even try the next time you are told to write a story.
_____ 4. Other (describe)_____

Why did you choose this answer?_____

_____

Section B What might happen if you did this? _____

_____

_____

Evaluation Sheet #1c

Name_____

Date_____

Read the following paragraph. Put a check (✓) in front of the answer which most nearly tells what you might do in this situation. If none of these answers describes what you might do, check (✓) 4, and tell what you would rather do. Explain why you made your decision and what might be the result.

Section A Janet is being punished for stealing crayons. On the way home from school, your best friend tells you that he/she stole those crayons.

What might you do?

_____ 1. Say nothing.
_____ 2. Tell the teacher.
_____ 3. Ask your friend to tell the teacher, or say you will tell.
_____ 4. Other (describe)_____

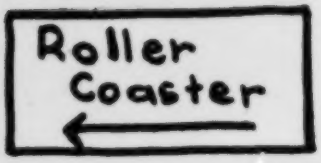
Why did you choose this answer?_____

_____

Section B What might happen if you did this?_____

_____

_____



Name_____

Date_____

Read the following paragraph. Put a check (✓) in front of the answer which most nearly tells what you might do in this situation. If none of these answers describes what you might do, check (✓) 4, and tell what you would rather do. Explain why you made your decision and what might be the result.

Section A You're at an amusement park, and everyone except you wants to ride the roller coaster. You're afraid of roller coasters, but you don't want your friends to think you're a "scaredy cat".

What might you do?

_____ 1. Tell them you get sick on rides like that.
_____ 2. Admit that you are scared.
_____ 3. Go on the ride.
_____ 4. Other (describe)_____

Why did you choose this answer?_____

_____

Section B What might happen if you did this?_____

_____

_____

Evaluation Sheet #1e

Name_____

Date_____

Read the following paragraph. Put a check (✓) in front of the answer which most nearly tells what you might do in this situation. If none of these answers describes what you might do, check (✓) 4, and tell what you would rather do. Explain why you made your decision and what might be the result.

Section A Your mother never holds your hand when you walk down the street, but your grandmother always does. You think it's babyish, and you're always afraid one of your friends will see you.

What might you do?

_____ 1. Tell your grandmother how you feel.
_____ 2. Let her hold it, and hope no one sees you.
_____ 3. Yank your hand away.
_____ 4. Other (describe)_____

Why did you choose this answer?_____

_____

Section B What might happen if you did this?_____

_____

_____

Evaluation Sheet #2

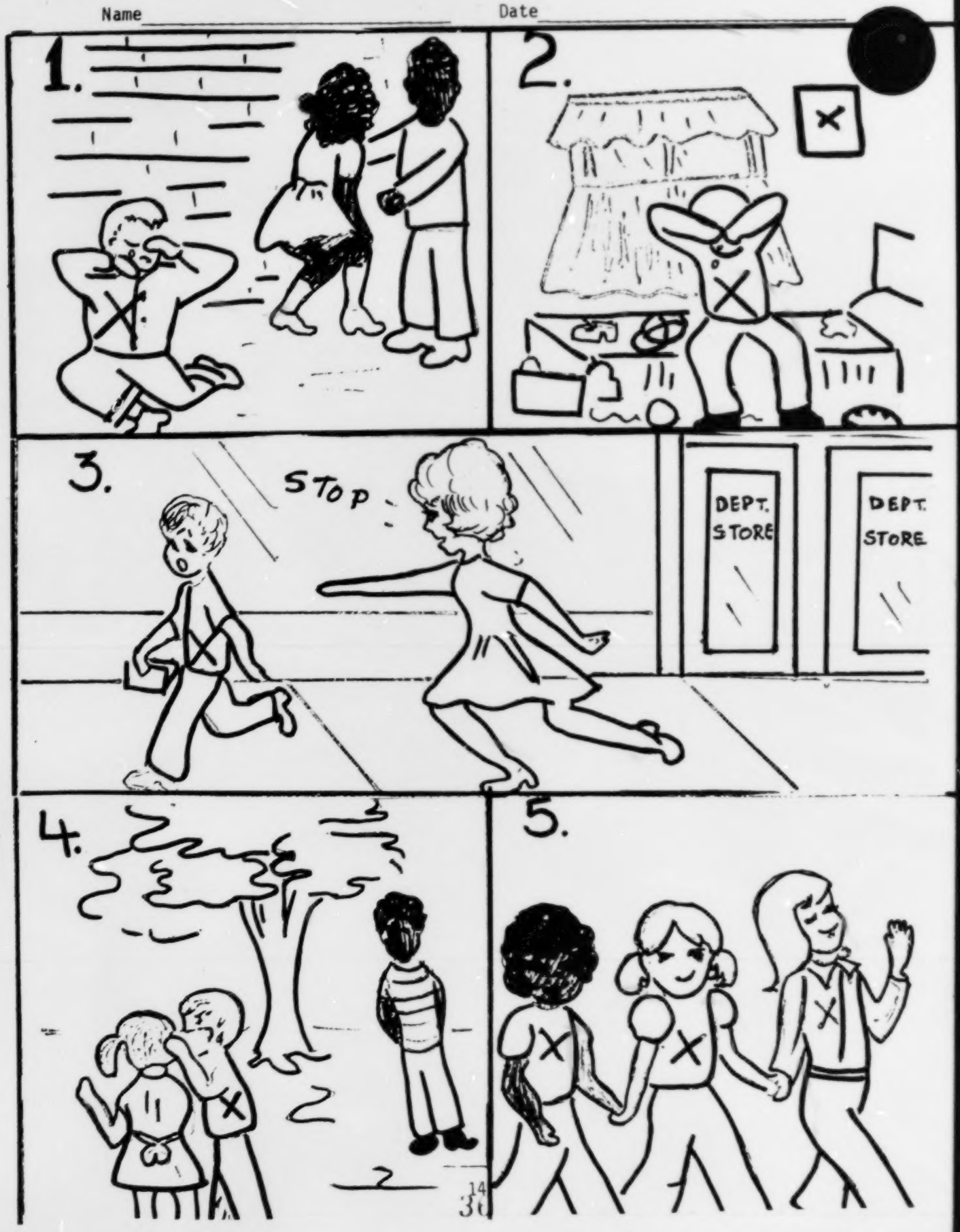
Name_____

Date_____

Section A	Section B
Read each of the following paragraphs, or follow along as the teacher reads them to you. Circle the answer that best describes how you might feel in each situation.	How many of your class mates answered the same as you did?
1. You see your best friend knock down a younger child on the playground. The child is crying, and a teacher asks you what happened. You tell her exactly what you saw. Your friend is punished. How might you feel? a) happy b) sad c) angry d) worried or upset e) afraid f) don't care	1. _____
2. Your dad came home and told you that the family will be flying to Disney World during vacation. How might you feel? a) happy b) sad c) angry d) worried or upset e) afraid f) don't care	2. _____
3. You are eating some cookies, and your little brother tries to grab one out of your hand. You give him a good hard shove, and he falls, hits his head against a chair, and starts screaming. Your mother comes in to find out what has happened. You tell her that your brother fell down and hit his head. How might you feel? a) happy b) sad c) angry d) worried or upset e) afraid f) don't care	3. _____
4. You have really studied hard for a spelling test. When you get to school, you find that you have studied the wrong list of words. How might you feel? a) happy b) sad c) angry d) worried or upset e) afraid f) don't care	4. _____
5. Your dad just gave you a guitar for your birthday, and you think it's the nicest present you have ever received. You leave it on your bed with some other things. Your best friend accidentally sits on it and cracks it. How might you feel? a) happy b) sad c) angry d) worried or upset e) afraid f) don't care	5. _____

Evaluation Sheet #3a

Name _____ Date _____



Evaluation Sheet #3b

Name_____

Date_____

Section A

Study the pictures on Evaluation Sheet #3a carefully. Describe how you feel toward the person or persons who have an (X) on them?

Picture #

1. _____

2. _____

3. _____

4. _____

5. _____

Section B

Listen to your teacher read a paragraph describing what is happening in each situation. Describe how you feel now toward the same people.

Picture #

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluation Sheet #3c

Name_____

Date_____

Do the following items only after you have completed Section A of Evaluation Sheet #3b.

Read to yourself, or listen as your teacher reads, each of the following situations. Tell how you feel toward the person(s) with an (X) on them. Write your answers on Section B of your paper.

1. John is a big bully. He has been running into everyone with his bicycle. He just ran into Bruce's sister and hurt both her and himself. Bruce is telling his sister that she will be O.K., and he is telling John that he will help him in a second. John is the boy with the X.

2. John has been playing alone with a truck in his room. As he carried the heavy truck across the room to put it away, he dropped it on his toe. Did it hurt!!! He just can't hold the tears back.

3. Rick has just gone to the store to buy a present for his mom. The saleslady is running after him because Rick forgot to wait for his change.

4. Kevin has planned a surprise party for Brad. He waits until the last minute to tell the children about it. Kevin, the boy with the X, takes Kay aside to tell her about the party.

5. Brenda, Barb, and Suzie are jealous of a new girl. They plan to play a trick on this girl. They know that the new girl will be punished if she is not home on time. During recess the girls let all the air out of her bike tires. The girls are imagining how funny it will be when the new girl gets ready to go home.

Capsule #1
Introduction

I. Introduce this unit by getting the students to respond.

A. Choose one of the following situations:

1. Explain that the buses will all be one hour late tonight so school will continue for an extra hour.

2. Report that the weatherman just forecasted six (6) inches of snow for tonight.

3. Announce that a special film will be shown this afternoon in the gym. Explain that only the boys in this room will be allowed to attend because some of the girls were fighting on the playground at noon today.

B. Allow the students to discuss how they feel.

1. Learn if they all feel the same about the situation.

2. Mention some of the responses made by different members of the group.

3. Explain that the way they reacted to what you said or did is called responding.

4. Explain that what you said or did will not happen, but that you wanted to demonstrate the meaning of responding by seeing what they would do in an unusual situation.

II. Choose from these optional related activities.

A. Show a filmstrip about responding like A Big Secret from SRA.

1. Discuss the filmstrip with the students.

a) Ask what responding is. Explain that responding is doing something in reaction to something heard, felt, or seen.

b) Name some of the things in the film to which the boys and girls responded.

2. Discuss some things that happened to the students today.

a) Ask what responses they made.

b) Learn if they responded differently today from what they responded at another time.

Resources & Materials	Notes
II. Story or filmstrip, A Big Secret, Focus II, SRA	

c) Ask if they always respond the same way.

d) Ask why people behave or respond differently.

B. Show pictures such as the Photoboards 9, 16, 28, 31, 32, 34, and 36 from the SRA Kit which depict people responding. Have the students discuss what their responses might be in each situation; i.e., "That girl responded by shoving a boy."

Resources & Materials	Notes
B. Pictures or photoboards 9, 16, 28, 31, 32, 34, and 36 Focus II, SRA	

Capsule #2
Responding to First Impressions

I. Help the students realize that first impressions are sometimes deceiving.

A. Help them understand that they cannot judge taste by its appearance.

1. Prepare a food item such as cupcakes or cookies.

2. Make the goodies different and/or deceiving; i.e., Make some with no sugar, some with frosting full of salt, and some with an ugly color but a good taste.

3. Make no comments to students before allowing them to choose the food item they think is the most appealing. Remind the students not to taste their selection until all are ready.

4. Let them taste their item. Discuss how they were deceived or how they have been deceived in other ways by first impressions.

B. Help them understand that strength cannot be judged by appearance.

1. Number and display strings of various strengths; i.e., Use dental floss, yarn, and heavy-looking string that breaks easily.

2. Allow the students to vote for the item they think will be the strongest.

3. Allow the students to try to break the different items.

4. Explain that no one can judge the strength of people, machines, animals, or other items by first impressions.

C. Help the students understand that weight cannot be judged by appearance.

1. Display items of deceiving weights; i.e., painted styrofoam that looks heavy, pumice rocks, and a tiny purse filled with very heavy objects.

2. Allow the students to guess which items will feel light and which items will feel heavy.

II. Aid the students to realize how first impressions affect their responses.

A. Give the students Activity Sheet #1.

Resources & Materials	Notes
2. Cupcakes or cookies - some with or without sugar, some with salt, etc. B. Strings of varying strengths - dental floss, yarn, etc. C. Items of different weights - styrofoam bricks, pumice rocks, tiny purse, heavy objects. A. Activity Sheet #1	

B. Ask them to look at each picture and to put an (X) on those persons about whom they feel good.

C. Discuss the responses. Stress that no one can judge what someone else is like by his/her appearance. Have the students relate experiences in which their first impressions of people proved incorrect.

III. Have the children make a list of TV-advertised products which they have tried. Ask if their feelings changed after using the products.

A. Divide the students into groups of 4-6.

B. Give each group a situation to act out; i.e., Have two children tell their opinion of what has happened on the playground. Have one child act nice and the other act grouchy. Discuss which child others would believe and why.

C. Discuss how the students felt toward each group member after that group presented its situation.

Resources & Materials	Notes

Capsule #3
Responding Behavior and Its Consequences

I. Do the following activities to help students identify their responding behavior, the reasons for their responses, and the possible consequences of their actions.

A. Explain to the students that you will read incidents with some possible responses. (See Reference Sheet #1)

1. Let the students decide which response best describes their behavior, why they feel it describes their behavior, and the possible consequences of their actions.

2. Explain, as you read each incident, that you will tell them to which side of the room they should go to indicate the response they chose. Let those who would not choose either response, or who are undecided, stand in the middle of the room.

3. Give the students a chance to tell why they responded as they did. Ask the students from both groups to describe the possible consequences of their own and other's responses.

4. List the possible consequences on the board as the students identify them.

5. Use this activity over a period of several days. Read only one incident a day. Choose an incident that has come up in your own classroom or on the playground, if possible.

II. Help the students to understand possible causes for behavior.

A. Make sets of cards - Set A describes kinds of behavior, and Set B describes possible causes. (See Reference Sheet #2)

B. Place Set B cards, which name causes for behavior, in a card holder or on a chalkboard ledge.

C. Have each student read the behavior card he/she holds, and ask another child to select a "cause card" to help explain that behavior.

D. Discuss the selected cause. Note that several casual factors may contribute to the same behavior. Be careful not to over-simplify cause and effect relationships. Be sure that value judgments are not made on either the behavior or the cause.

Resources & Materials	Notes
I.	
A. Reference Sheet #1	
II.	
A. Reference Sheet #2	

III. Discuss with the students both the short and long-range consequences of behavior.

A. Let the students discuss the consequences of carelessness with paint.

B. Let them tell what will happen by being careful or careless with expensive tools.

C. Have them explain the consequences of showing off on a bike.

D. Let them tell what will happen by coming home on time or by being late.

E. Have them imagine the consequences of volunteering to help with household chores or refusing to help.

F. Let them tell what will happen by whining or demanding to have their own way.

G. Have them discuss what will happen by helping or ignoring new students.

H. Let them explain the consequences of returning or keeping money found on the street.

I. Let them tell what will happen by cheating on a test.

J. Have them explain the consequences of bossing their brother or sister.

Resources & Materials	Notes

Capsule #4
Responding to Feelings

I. Aid the students to understand that various stimuli may affect the way they respond and feel. Have them do the following activities:

A. Make and number several "feeling" boxes. Use the suggested content items: velvet or fur, peeled grapes or bananas, baby food, shag carpet scraps, sandpaper, popcorn, sugar-coated candies, cut-up marshmallows, corn meal or oatmeal, Kleenex, a round bar of wet soap, a sponge, a partially deflated balloon, brush bristles, buttons, wet spaghetti, etc.

B. Have the children feel the item in each box. Let them write a brief description of how the contents make them feel and why. Do not limit their responses.

C. Let the students discuss their responses after everyone has completed this assignment. Stress that most people respond the way they do because of past experiences.

II. Help the students to understand that facial expressions do not always reflect the way a person feels. Have the students do the following:

A. Let them name different feelings.

1. Ask the students to demonstrate with facial expressions how they might look when they feel that emotion.

2. Tell them to hold that expression as they look around at the expressions on the faces of other students.

3. Discuss the following ideas with the students:

a. Ask if everyone looks exactly alike.

b. Determine if people always show facial expressions or if they sometimes try to hide them. Explain why they might try to hide their facial expressions.

c. Decide whether anyone can always tell how others feel by the expressions on their faces. Explain why or why not.

B. Give the students Activity Sheet #2.

1. Write the word "symbol" on the board, and ask the students if they know the meaning of that word.

2. Say that these faces may only be symbols to represent how a person feels inside. Have the students discuss how they would react to different facial expressions. Stress that facial expressions <u>may not always</u> indicate how one feels inside.

Resources & Materials	Notes
A. "Feeling Boxes" - boxes, velvet or fur, peeled grapes, or bananas, etc. B. Activity Sheet #2	

3. Allow the students to color the badges different colors to indicate how they associate colors with feelings. Stress the fact that colors, like facial expressions, symbolize different meanings to different people.

4. Have the students cut out the badges and memorize what each expression symbolizes. Make a large chart to which the students may refer.

5. Provide each student with a pin. Have the students wear the badges that symbolize how they feel inside for one week. Suggest that they change the badges as their feelings change.

6. Encourage them to respond to other members of their class; i.e., Explain that if students appear worried, sad, or afraid, maybe they need encouragement from their classmates or teacher; suggest that if they appear happy, maybe their classmates would like to know why they are so happy.

7. Have the students keep a log to indicate each time their feelings change, and the cause for that change.

8. Ask the students to decide which feeling, or feelings, they expressed most often during the day.

9. Conclude this activity with a discussion.

   a. Ask if the badges influenced how the wearers responded or how others responded to them.

   b. Ask the students to decide if the badges were like or unlike the facial expression each student wore.

   c. Ask the students what they learned about their responding behavior or their feelings during the week's activities.

III. Choose from these optional related activities.

A. Give the students copies of Activity Sheets #3a and #3b. Have them complete this activity before they share their feelings with the other members of the class. Use these activity sheets with Activity Sheet #2 if you choose.

B. Aid the students to understand that their responses may be quite different.

Resources & Materials	Notes
3. Scissors, pin or tape, crayons, paint or magic markers.	
III.	
A. Activity Sheet #2 Activity Sheet #3a and #3b	

1. Show the students pictures of various situations. Have the children respond by making facial expressions to show how the pictures make them feel. Have them look around at the other children's faces to see how they responded.

2. List or say words that might draw out definite responses from the students; i.e., thunder, liver, blue, puppy, spider, flowers, or chalk screeching on a blackboard. Have the students write, or verbalize, one word that describes how they feel; i.e., happy, frightened, angry, numb, worried. Discuss their responses, and ask them to describe why they responded the way they did.

3. Show different types of pictures, and have the students simultaneously respond to the pictures with verbal expressions; i.e., "ah", "oh", "yuck", "boo hoo", or "tee hee".

4. Show the children some pictures, say various words, or read descriptive paragraphs. Ask the students to respond with only non-verbal gestures; i.e., thumbs up, thumbs down, shrugging shoulders, slouching, or jumping for joy.

Resources & Materials	Notes
1. Pictures of various situations. 3. Pictures that will draw out various responses; i.e., worms, spider, mice.	

Read each statement.

a. Allow the students to go to the right or left of the room to indicate how they might respond.

b. Let those who do not think they would respond either way, or are undecided, stand in the middle of the room.

c. Have the students discuss why they responded as they did.

d. Do just one or two of these each day, or make up some incidents of your own.

1. Pick your response to the following story:

   You and your best friend just had a big fight. You started it. Your teacher asked you what happened?

   a. Go to the right of the room, if you would say it was all your fault.

   b. Go to the left of the room if you would say that your friend was to blame, too.

   c. Go to the middle if you are undecided or do not agree with either response.

2. Choose your response to this situation:

   You and your brother just began to argue over a toy. He asks you if you want to fight about it? You think you could get him good.

   a. Go to the right if you think you might fight with him.

   b. Go to the left if you would just let him keep the toy.

   c. Go to the middle if you are undecided, or do not agree with either response.

3. Decide what you would do in this situation:

   A friend of yours told you if she does well in math this year, she will get to spend Christmas in Florida. You have seen her cheating on her math tests.

   a. Go to the right if you would tell the teacher.

   b. Go to the left if you would just ignore the incident.

   c. Go to the middle if you are undecided, or do not agree with either response.

*These are some suggestions for the Behavior Cards (Set A) and Cause Cards (Set B) for Capsule #3, III.

Set A

talks too much
shoves others around
complains of being sick
shows off
acts shy
acts lazy
acts silly
acts afraid of everything
always tries to be first
cries too much
acts grouchy
is bossy
tattles on others

Set B

afraid to say what he/she really thinks
would like to be stronger or bigger
doesn't want to do something
doesn't think others will pay attention to him or her
is afraid of making mistakes
feels like no one likes him or her
feels left out
is worried about problems at home
feels he or she does not look nice
feels he or she is not as good as others
feels he or she is not as smart as others

*Idea adapted from: SRA - Focus on Self Development.

Activity Sheet #1

Name _____

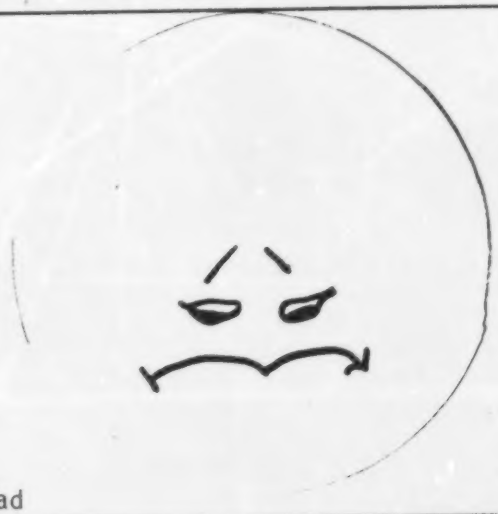
Date _____

Activity Sheet #2

Name_____

Date_____

Happy



Sad

Angry

Worried

Afraid

Okay

Activity Sheet #3a

Name_____

Date_____

Complete the following:

1. Most of the time I feel_____.

2. I am happy when_____.

3. I am sad when_____.

4. I am angry when_____.

5. I am worried when_____.

6. I am afraid when_____

_____.

7. When somebody shouts at me, I _____

_____.

8. When I feel angry inside, I _____

_____.

9. When I feel good inside, I _____

_____.

Activity Sheet #3b

Name _____

Date _____

Complete the following:

The best thing to do after a fight is _____

_____.

When somebody is nice to me, I _____

_____.

An argument might not turn into a fight if I _____

_____.

I like to be with people when _____

_____.

I don't like to be with people when _____

_____.

The thing I understand least about myself is why I _____

_____.